College Literature 30-Year Index 1974-2003

Edited by Kostas Myrsiades
with Constance A. Regan and Richard Terpstra

College Literature
Publications

Published Issues

2003: vol. 30 [1: Algeriad; 2: General with Focus Section: Literature and the Arts; a French Perspective; 3: General issue; 4: General issue]

2002: vol. 29 [1: General issue; 2: General issue ; 3: Literature and the Visual Arts; 4: Working Class Literature]

2001: vol. 28 [1: Oral Fixations; 2: General issue; 3: General issue]
CELJ Best Issue Design 2000 Runner-Up

2000: vol. 27 [1: Teaching Beat Literature; 2: General issue; 3: General issue]

1999: vol. 26 [1: Cultural Violence; 2: General issue; 3: The Profession of Literature at the End of the Millennium]

1998: vol. 25 [1: Law, Literature, and Interdisciplinarity; 2: General issue; 3: General issue]

1997: vol. 24 [1: Gay Studies/Queer Theory; 2: General issue; 3: American Poetics]

1996: vol. 23 [1: Non-Western Poetics; 2: General issue; 3: (De)Colonizing Reading]
CELJ Best Issue 1996 Finalist

1995: vol. 22 [1: Third World Women's Inscriptions; 2: General issue; 3: Race and Politics]
CELJ Best Issue Design 1995 Runner-Up

1994: vol. 21 [1: (Post)Communist Cultures; 2:General issue; 3: Politics of Literature II]

1993: vol. 20 [2: General issue; 3: Columbian Encounters]

1992: vol. 19 [1: General issue; 2: Cultural Studies; 3/1 (1993): Postcolonial and Commonwealth Literatures]
CELJ Best Issue 1992 Sole Runner Up

1991: vol. 18 [1: General; 2: Literary Theory; 3: Minority Literatures]
CELJ Best Issue 1991 Honorable Mention
CELJ 1991 Phoenix Award for Significant Editorial Achievement

1990: vol. 17 [2/3: Politics of Teaching Literature; General]

Published Books

Myrsiades, Kostas, ed. 2002. *The Beat Generation; Critical Essays*. NY: Peter Lang.

Giroux, Henry and Kostas Myrsiades, eds. 2001. *Beyond the Corporate University; Culture and Pedagogy in the New Millennium*. Lanham: Rowman & Littlefield.

Myrsiades, Kostas and Linda Myrsiades, eds. 1999. *Un-Discipining Literature: Literature, Law, and Culture*. New York: Peter Lang.

Myrsiades, Kostas and Linda Myrsiades, eds. 1998. *Race-ing Representation; Voice, History, and Sexuality*. Lanham: Rowman & Littlefield.

Myrsiades, Kostas and Jerry McGuire, eds. 1995. *Order and Partialities: Theory, Pedagogy, and the "Postcolonial."* Albany: State University of New York.

Myrsiades, Kostas and Linda Myrsiades, eds. 1994. *Margins in the Classroom; Teaching Literature*. Minneapolis: University of Minnesota Press.

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Editor's Note

The following text indexes 30 years of scholarly criticism (1974-2003) in three categories; all articles and reviews published in the journal are listed by the author and reviewer's last name, by article title, and by the article subject. Separately the work indexes all books reviewed in *College Literature* by the author's last name and by the book title.

College Literature was established in 1974 to appear three times a year, starting in the winter of 1974. Originally it was designed as a literary-pedagogical journal publishing articles by leading scholars and critics dealing with those literary works which are most commonly taught in American colleges and universities, and which formed a loose canon of Western culture. It continued in this vein until the retirement of its first editor, Bernard Oldsey, in January of 1990.

Starting with the second issue of volume 17 (1990) and its new editor, Kostas Myrsiades, *College Literature* continued publishing as a triannual literary-pedagogical journal but with a more expanded editorial policy which sought to make available the most current, thought-provoking, theoretical, pedagogical, and scholarly interrogations of cultural texts for the college/university literature classrooms of today and tomorrow. The journal emphasized usable, readable, and timely material designed to keep its readers on the cutting edge of new developments and shifts in the theory and practice of literatures by covering the full range of what is presently read and taught as well as what will be read and taught in the college/university literature classrooms of the future. It encouraged a wide variety of approaches to textual analysis, criticism, and the teaching of literary texts—oral and written, Western and Eastern, minority and Third World, interdisciplinary and comparative.

With an expanded staff of advisory editors from universities throughout the U. S. and an international advisory board, *College Literature* was well on its way in establishing itself as a major scholarly journal publishing cutting edge articles and periodically offering special issues and special focus sections on topics which were then current in academia. Starting with the first issue under the new editor and continuing through 2003, *College Literature* has published special issues on

The Politics of Teaching Literature
Literary Theory in the Classroom
Teaching Minority Literatures
Cultural Studies: Theory, Praxis, Pedagogy
Teaching Postcolonial and Commonwealth Literatures
Columbian Encounters
Critical Theory in (Post)Communist Cultures
The Politics of Teaching Literature 2: A Symposium
Third World Women's Inscriptions
Race and Politics: The Experience of African American Literature
Comparative Poetics: Non-Western Traditions of Literary Theory

(De)Colonizing Reading/(Dis)Covering the Other
Queer Utilities: Textual Studies, Theory, Pedagogy, Praxis
Diversity and American Poetries
Law, Literature, and Interdisciplinarity
Cultural Violence
The Profession of Literature at the End of the Millennium
Teaching Beat Literature
Oral Fixations
Teaching Medieval Women
Literature and the Visual Arts
Working Class Literature
Algeriad
Literature and the Arts: A French Perspective

A series of other changes were undertaken in revitalizing the journal. With issue 17.2 (1990), *College Literature* was redesigned and expanded from its original 100 page format to over 200 pages per issue. With issue 27.1 (2000), the journal again redesigned its cover to include color and with issue 29.1 (2002), *College Literature* became a quarterly publishing eight articles per issue in addition to a number of review essays and book reviews in each issue. These changes earned the journal the CELJ Phoenix Award for editorial excellence and four other CELJ awards for special issues and journal design.

After 30 years of scholarly publishing, *College Literature* continues as a premiere journal of scholarly criticism receiving 200 submissions per year and subscribed by some 1000 colleges and universities throughout the U. S., Europe, Asia, Africa, and Australia.

Starting with the first issue of our thirty-first year 31.1 (2004), the journal has once again recommitted itself anew to serving the needs of college/university teachers by providing access to innovative ways of studying and teaching new bodies of literature and experiencing old literatures in new ways. We will continue to publish special topic issues and focus sections along with our regular general issues. Special topics already projected for upcoming issues include: New Approaches to the 18th Century, Shakespeare and Popular Culture, Celluloid Classics, Cognitive Shakespeare: Criticism and Theory in the Age of Neuroscience, Intersections of Literature and Linguistics, and Native American Myth in the Classroom.

It is the hope of the editor and editorial staff of *College Literature* that this index will facilitate scholars in locating the many excellent articles and reviews published in the journal thus far and will introduce those not familiar with the journal to its publication record. We further hope that it will encourage young and established scholars not only in submitting their work to *College Literature* but also in making sure that the journal appears in their college/university libraries.

The editor will like to thank the many graduate students who were involved with this project over the years, especially Constance Reagan and Richard Terpstra who worked diligently with the editor over a two-year period in compiling this

thirty-year index. Thanks is also due to the journal's editorial assistant, Andi Hubbard whose interest in the journal and her concern to make sure that the job is done right is much appreciated.

Kostas Myrsiades, Editor

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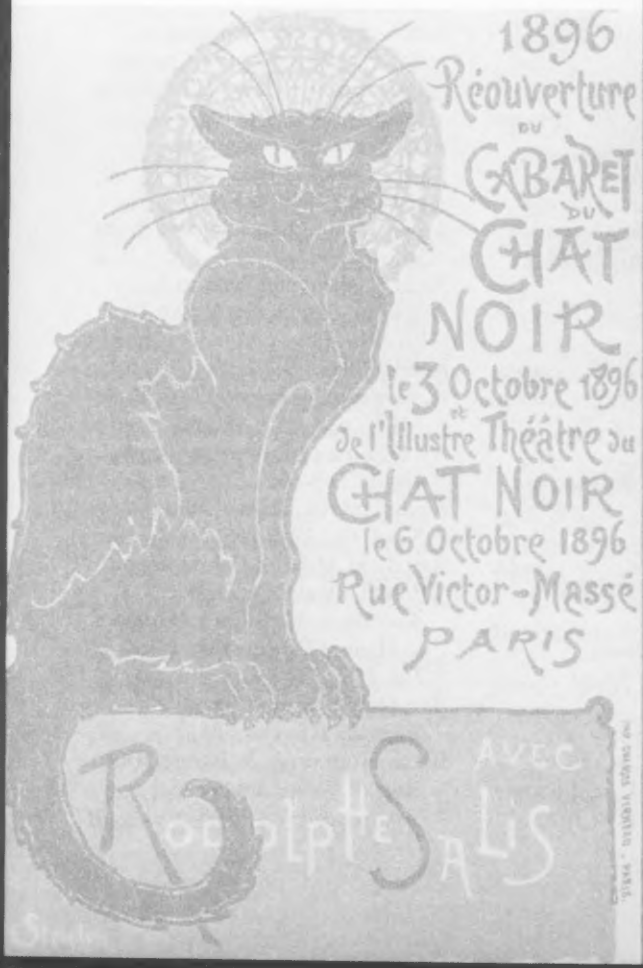

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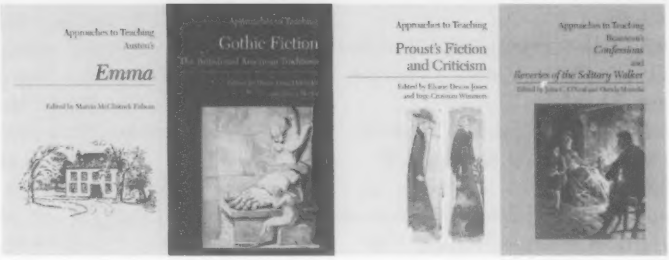

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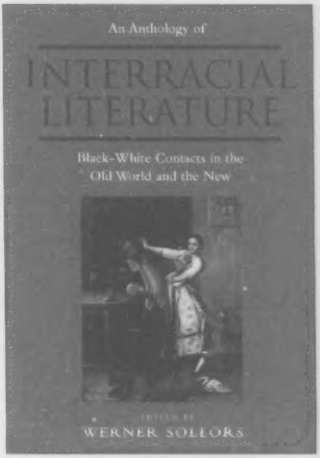

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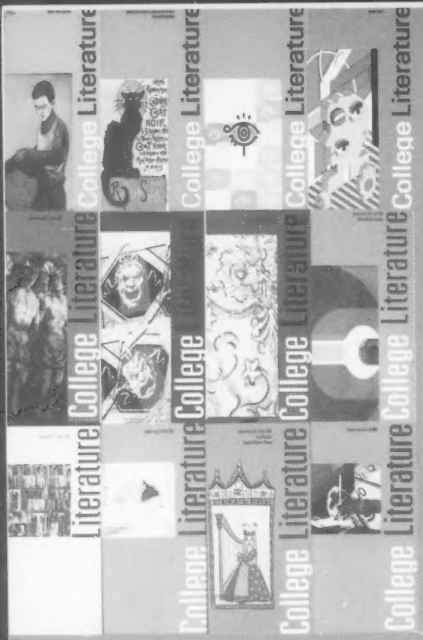

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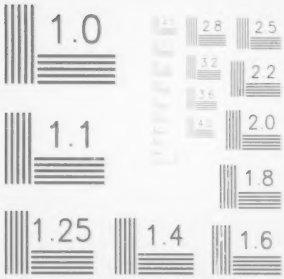
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